



Pupil Premium Policy

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THE PUPIL PREMIUM

The pupil premium grant is funding to improve educational outcomes for disadvantaged pupils in state-funded schools in England. The following groups are eligible for pupil premium:

- pupils who are recorded as eligible for free school meals, or have been recorded as eligible in the past 6 years, including eligible children of families who have no recourse to public funds (NRPF)
- children looked after by local authorities, referred to as looked-after children
- children previously looked after by a local authority or other state care, referred to as previously looked-after children

The table below represents the Pupil Premium allocation for students in Years 7 – 11 for the academic year 2025 - 2026.

Disadvantaged students	Pupil Premium per student
Children recorded as Ever 6 FSM	£1075
Looked After Children (LAC)	£2630
Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order	£2630
Children recorded as Service Children	£350

PUPIL PREMIUM AND SERVICE PUPIL PREMIUM

Service Pupil Premium (Ever 6 service child measure) is different from the Pupil Premium. The school will claim for both Service Pupil Premium and Pupil Premium for the same child where eligible. Very few Service students at Coombe Dean School are in addition eligible for the Pupil Premium. Service pupil premium is additional funding for schools with pupils who have parents serving in the armed forces.

Eligible pupils are those who meet one or more of the following criteria:

- one of their parents is serving in the regular armed forces, including pupils with a parent who is on full commitment as part of the full-time reserve service - this includes pupils with a parent who is in the armed forces of another nation and is stationed in England

- registered as a 'service child' on any school census in the past 6 years
- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme or the War Pensions Scheme

This funding is primarily to enable schools to offer pastoral support and help mitigate the negative impact of family mobility or parental deployment.

The Service Premium, rather than dealing with cases of financial hardship, exists to support the students in other ways. We use the Service Pupil Premium to provide mainly pastoral support for service children, whereas the Pupil Premium was introduced to raise attainment and accelerate progress within disadvantaged groups.

The Department for Education states that Schools should not combine Service Pupil Premium with the main Pupil Premium funding and the spending of each premium is accounted for separately.

This policy does not cover how the school uses the Service Pupil Premium and is solely for those eligible for the Pupil Premium.

PURPOSE OF THE PUPIL PREMIUM POLICY

The purpose of this policy is to outline how we will ensure that the Pupil Premium allocated to us has an impact on narrowing the attainment gaps which currently exist between our disadvantaged students and their peers.

As a school in receipt of Pupil Premium funding, we are accountable to our parents and school community for how we are using this additional resource to narrow the achievement gaps of our students. New measures have been included in the performance tables published annually on a national level. They capture the achievement of disadvantaged students covered by the Pupil Premium.

We are aware that under The School Information (England) (Amendment) Regulations 2012, Schedule 4 there is specified information which has to be published on a school's website. Section 9 of this regulation requires schools to publish the amount of the school's allocation from the Pupil Premium grant in respect of the current academic year; details of how it is intended that the allocation will be spent; details of how the previous academic year's allocation was spent, and the effect of this expenditure on the educational attainment of those students at the school in respect of whom grant funding was allocated. This Pupil Premium Strategy document will be published by December each year.

Through this policy we shall publish the above information. In meeting this requirement we will observe our continuing responsibilities under the Data Protection Act 1998, so that individuals or groups of individuals, including children funded through the Service Premium, cannot be identified.

DEVELOPMENT OF THE POLICY

In developing this policy we have taken into account our statutory responsibilities in meeting the requirements of the Equality Act 2010. Further information is available in our school's Equal Opportunities Policy. The overlap with our Equal Opportunities Policy is in relation to how we are meeting the needs of our pupils who are covered under the 'protected characteristics' of the Equality Act. Some of these students, especially minority ethnic, English as an additional language, Special Educational Needs and pupils with disabilities can suffer from higher rates of disadvantage and therefore can have higher rates of eligibility for FSM. Where this is the case, we shall take these additional needs into account.

When developing this Pupil Premium Policy, we have also taken into account the Ofsted Inspection Framework 2019 (updated 2023) which places a strong focus on improving the learning and



progress of different groups and on narrowing gaps in standards. Additionally, we account for the Ofsted Inspection Framework 2025 which builds upon the aforementioned focus with distinct and core focus on inclusion for learners facing disadvantage. We also note that Ofsted has a statutory duty to report on the outcomes and provision for students who are disabled and those who have special educational needs.

HOW WE WILL MAKE DECISIONS REGARDING THE USE OF THE PUPIL PREMIUM

In making decisions on the use of the Pupil Premium we will:

- ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose. We also recognise that the Direct Schools Grant (DSG) has an element of deprivation funding included in it to address the attainment of our disadvantaged students.
- use the latest evidence-based research, such as that produced by the Sutton Trust and EEF on proven strategies that work, to narrow the attainment gaps and adapt these as necessary to meet the needs of our students.
- be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- encourage take up of Pupil Premium by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming Pupil Premium. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.
- be mindful of the fact that eligibility and take up of Pupil Premium does not equate with students being considered to be of 'lower ability' because of their social circumstances.
- ensure there is robust monitoring and evaluation in place to account for the use of the Premium, by the school and governing body.
- recognise the fact that Pupil Premium students are not a standardised group and cover a wide range of needs. As such the strategies we use to raise attainment will take both the group and individual needs fully into account. We base our approach on assessment not assumption.
- use high quality inclusive teaching and learning strategies as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions and support with proven evidence of impact to assist our disadvantaged students.
- use a tiered approach to the allocation of the pupil premium that balances spend across:
 - supporting training and continuous development to improve the quality of all teaching
 - targeting support for disadvantaged pupils through evidence-based interventions
 - supporting whole-school strategies to improve attendance, behaviour and readiness to learn

Pupil Premium - A guide to practice at Coombe Dean School

Academic year 2025-26

At Coombe Dean School we are committed to every student achieving their maximum potential. The 2025-26 Pupil Premium budget reflects a continued and rigorous focus on high quality teaching.

The school is allocated funding to help close the attainment gap between students who are from families eligible for free school meals (FSM), or who have been eligible in the last 6 years (Ever 6) and those students who are not. Students who are in local authority care and those parents who are in the armed services also qualify for additional funding to enable them to meet their full learning potential.

The funding received is used to support a range of intervention strategies to help students improve. The following information outlines our Pupil Premium projected spending for the academic year 2022-23.

The total Pupil Premium funding allocated to Coombe Dean School 2024-25 is approximately £190,000. Precise funding and spending forecasts will be published in the Pupil Premium Strategy by December 2025.

Pupil Premium spending:

ROLES AND RESPONSIBILITIES

We expect all members of our school community, particularly staff and governors, to be committed to raising standards and narrowing the attainment gaps for our students.

SCHOOL LEADERSHIP TEAM

The senior leadership team are responsible for implementing this policy. They will ensure that all staff are aware of their responsibilities in narrowing the gaps of our students. They will also ensure that staff are given appropriate support and relevant professional development opportunities to accelerate the progress and attainment of students. Through appraisal arrangements, they will make sure narrowing the gaps is a priority area of focus for the school.

TEACHING AND SUPPORT STAFF

Through classroom teaching and additional support strategies, teaching and support staff will:

- maintain the highest expectations of all students and not equate disadvantage of circumstance with 'low ability'
- promote an inclusive and collaborative ethos in their classrooms that enable students from disadvantaged backgrounds to thrive
- plan and deliver lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed, and improvements maintained
- support disadvantaged groups of students in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind



- keep up to date with teaching strategies and research, which have proven track records in narrowing the gaps in attainment and achievement
- evaluate the impact of Pupil Premium spend within their area of responsibility.

WeST Community Council 3

We belong to the Westcountry Schools Trust Community Council 3. This group has an important role in ensuring our school complies with legislation and that this policy, along with its specific stated actions for narrowing the gaps, is implemented.

WCC3 will keep our work in narrowing the gaps under review during our termly meetings so that they can monitor the use of the Pupil Premium. In monitoring and evaluating the work of the school in relation to the Pupil Premium, The WCC leadership will take into account a range of information, including quantitative (data on progress and attainment) and qualitative (case studies, views, surveys etc.) data as evidence of impact.

At the end of the academic year, our WCC will ensure that there is an annual statement to parents on how the Pupil Premium funding has been used to address the issue of narrowing the gaps in our school and the impact this has had.

MONITORING AND REVIEWING THE POLICY

Our work in relation to the Pupil Premium will be reviewed during the academic year to ensure it is having the intended impact in narrowing the gaps. This will allow us to adjust if strategies are not working well, rather than leaving things to the end of the year. Following the Pupil Premium profile meetings at the start of the year, we will look to triangulate data, with feedback and with ongoing need.

We will consider the EEF benchmarking, action planning and reflection tool to assist with recording and monitoring our work in relation to using evidence to improve Pupil Premium Outcomes.

Our Pupil Premium Policy will be reviewed on an annual basis and adjustments will be made to it according to the impact the school is having in narrowing the gaps. It will also take into consideration the increased funding that becomes available under the Pupil Premium Grant.

We recognise the importance of context and will evaluate new strategies as robustly as possible to ensure that the approaches we are using have the desired effect. In order to do this effectively, we will, where relevant, undertake on-going evaluations of the strategies we are using.